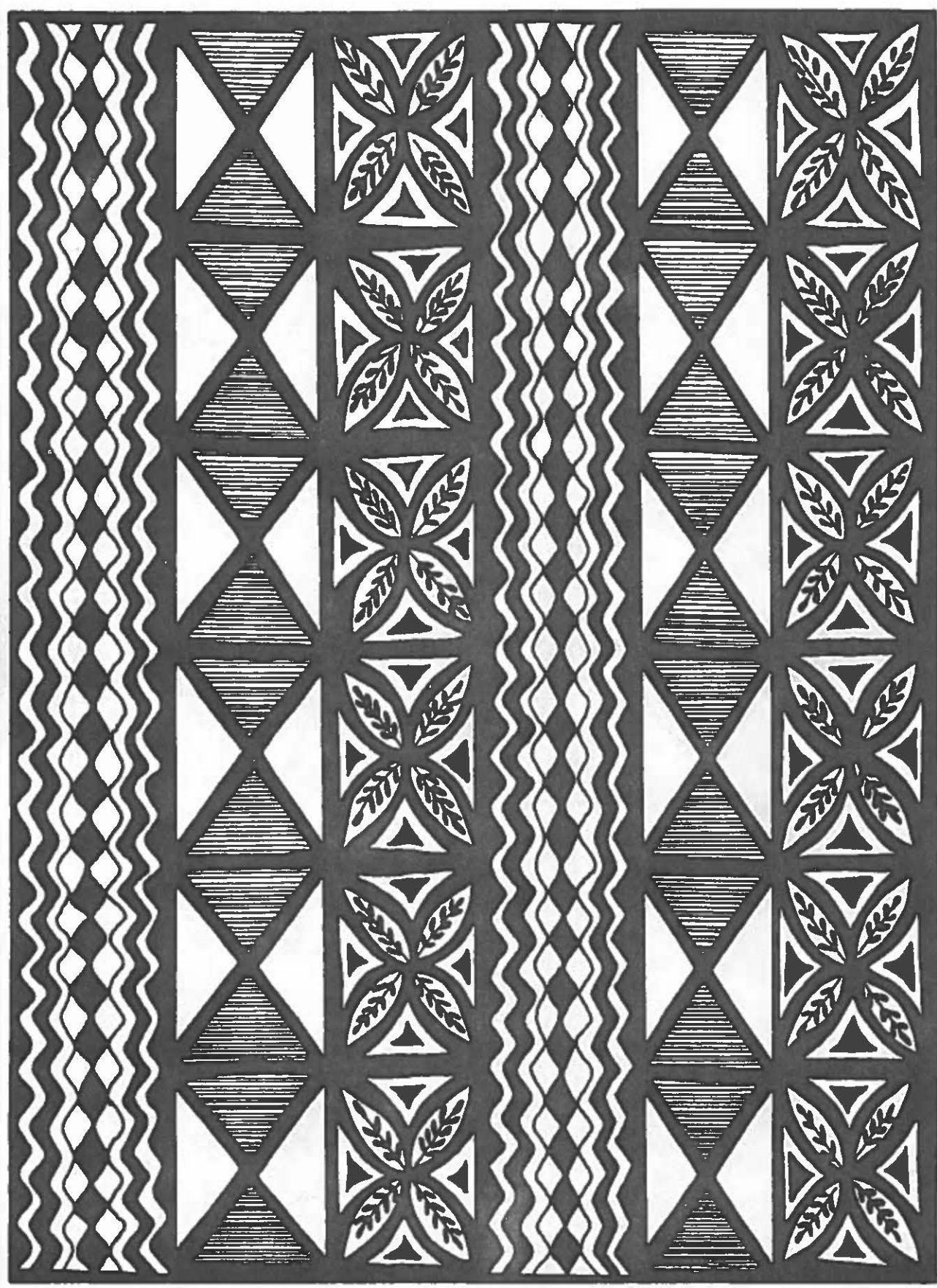


NATIVE HAWAIIAN EDUCATIONAL ASSESSMENT PROJECT



Native Hawaiian Educational Assessment Project

Final Report

Executive Summary

February 28, 1983

The Native Hawaiian Educational Assessment Project (NHEAP) is a one-year study of the educational needs of Native Hawaiian children ages 0-18. It has been conducted by The Kamehameha Schools/Bernice Pauahi Bishop Estate of Honolulu, Hawai'i for the United States Department of Education (ED). The purpose of this *Executive Summary* is to present an overview of the background, methodology, findings and recommendations of the study. The *NHEAP Final Report* presents the entire body of the study, including detailed data analyses and documentation of needs.

BACKGROUND OF THE STUDY

Persons of Native Hawaiian ancestry have suffered disproportionately from educational and social inequality for some time. Descendants of the original inhabitants of Hawai'i find themselves at the bottom of indicators of success in modern America, and they are sometimes referred to as "strangers in their own land."

In 1974, efforts to develop federal initiatives to redress these inequalities resulted in Congressional recognition of Hawaiians as Native Americans. Other attempts at legislative intervention included the Native Hawaiian Education Act, the intent of which was to provide Hawaiians with benefits comparable to those being offered other Native Americans. The outcome was the creation of an Advisory Council on Hawaiian Education. This advisory body was to conduct an extensive study of needs. Its funding, however, was cut by the Budget Reconciliation Act of 1981. The Kamehameha Schools/Bernice Pauahi Bishop Estate offered to underwrite the costs of conducting the study as a contractor at no public expense.

Members of the Advisory Council were contacted and asked to serve on a Steering Committee for the study. The final membership of this Steering Committee was as follows:

Myron B. Thompson, Trustee, The Kamehameha Schools/Bernice Pauahi Bishop Estate.
Chairman

Urie Bronfenbrenner Professor of Human Development and Family Studies, and of Psychology, Cornell University.

Thomas Cook Professor of Psychology, Northwestern University.

Harriette Holt University of Hawai'i law school student and former researcher, Hawai'i State Legislature.

Pauline King Professor of History, University of Hawai'i.

Hamilton McCubbin Chairman and Professor, Department of Family Social Science, University of Minnesota.

Frank Ryan Acting Director, Organizational Performance Services, Office of Management, Department of Education.

Robert Sweet Executive Director of the National Council for Educational Research.

Benjamin Young Dean of Students, School of Medicine, University of Hawai'i.

Staffing for the study was provided by The Kamehameha Schools/Bernice Pauahi Bishop Estate. The Project staff included a Project Director, an Assessment Manager, two Evaluation/Planning Specialists, a Research Assistant, an Administrative Assistant and a Clerk-Typist.

The Project had two Goals:

- I. To identify the unique educational needs of Native Hawaiians.
- II. To identify effective Native American and local programs that could meet the unique educational needs of Native Hawaiians.

The Project was to work within certain parameters. These were:

- A. **Part of continuous Needs Assessment.** The Kamehameha Schools/Bernice Pauahi Bishop Estate has been and will continue to be actively involved in developing accurate Needs Assessment information for and about the Native Hawaiian population. This Project is limited to a one-year effort and should not be considered the "final word" on the needs of the Hawaiian community.
- B. **Educational/Academic Emphasis.** Each aspect of the study was to be related to educational needs: either through conditions which would lead to educational deficit or through conditions which would be amenable by educational intervention.

- C. **Inclusive definition of "Hawaiian."** Following federal legislation recognizing the Native American status of Hawaiians, a Hawaiian is: "any individual any of whose ancestors were natives of the area which consists of the Hawaiian Islands prior to 1778."
- D. **Ages 0-18.** While it is recognized that educational needs may extend well beyond high school years, this Project would be limited to ages 0-18.
- E. **Extant data.** The Project would not generate new data, but rely instead, on existing data. (An exception to this guideline was made when it became apparent that it was necessary to conduct a special survey of private schools in Hawai'i to determine needs in that sector.)

METHODOLOGY

The theoretical underpinnings of the Project were taken from a systems theory approach, that of Urie Bronfenbrenner. This "ecological model" encourages a researcher in human development to look at the inter-relationships between variables at all levels of influence in a child's world. Beyond the immediate systems of which the child is a part, such as parent-child systems and teacher-child systems, there are higher-order systems which inter-relate to these. Events at the state or even national level have a definite inter-relationship with the microsystem of the classroom. For the present Project, this meant that the search for educational needs of Hawaiian children had to be sensitive to historical as well as other large-scale events and trends.

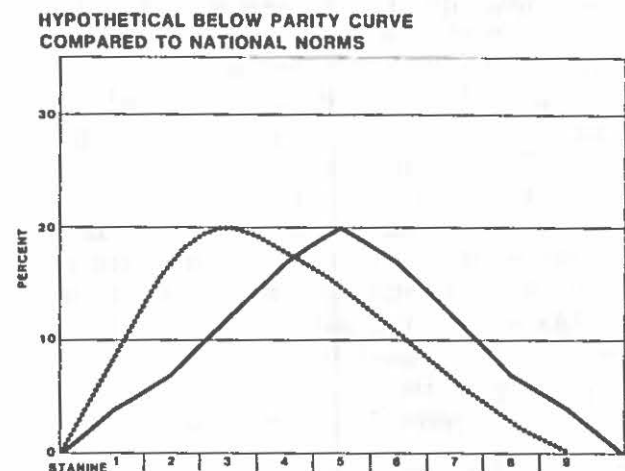
In order to meet Goal I, identifying the unique educational needs of Native Hawaiians, three questions were asked:

1. Do Hawaiian students score below parity with national norms on standardized achievement tests?
2. Do Hawaiian students have other special educational needs not measurable by standardized achievement tests?
3. Do Hawaiian students have culturally related academic needs, or needs which accrue to their unique cultural background?

To answer question 1, achievement test data were collected from the Hawai'i State Department of Education (DOE) and from the

private schools throughout the state. The DOE used the Stanford Achievement Test series while the private schools used a variety of standardized tests, including the Stanford. In order to determine whether Hawaiian students were scoring at parity with national norms, curves were drawn based on the percentages of Hawaiian students in each of the nine stanine categories—one being the lowest stanine and nine the highest. These were compared with the curve formed by the national test norming group, a normally distributed curve. To illustrate, a hypothetical below-parity curve is shown contrasted to the national norms in Figure 1.

Figure 1:



The *Final Report* presents parity comparisons for each tested grade level (2, 4, 6, 8, and 10), for the available subtests, and across the academic years for which data were available (1976-77, 1980-81, and 1981-82). Curves are also presented in the *Final Report* for other ethnic groups in Hawai'i, and for Hawaiian males and females. Because the data from the DOE are for **every** Hawaiian child in the tested population, any deviation from the normal distribution is considered a real parity difference. The question, then, is whether the observed differences represent higher percentages in the lower stanines and lower percentages in the upper (as illustrated in Figure 1).

The population of students overall in Hawai'i was drawn from the available data. There were a total of 33,423 Hawaiian children in the DOE in the year 1980-81, or 20.9% of the total of 163,934. The figures in the DOE are an actual count based on a survey of ethnicity completed by each student's parents. In the

private schools, data were available only for those students in the test grades of 2, 4, 6, 8 and 10. The numbers of Hawaiian students in those grades permitted an estimate to be made of the total overall. This estimate was 8,558 Hawaiian students, or 24.9% of the total of 34,360 private school students statewide.

To answer questions 2 and 3, three types of data were collected: **Testimonial Data**, **Social Indicator Data**, and **Social Science Analysis**. **Testimonial Data** included written testimony presented before congressional hearings, quotations from interviews, and commentary offered by members of the Hawaiian community taken from a wide variety of sources. **Social Indicator Data** were numerical and statistical compilations of information from various institutions and agencies including the Department of Health, the Department of Social Services and Housing, and the Police Department. These data gave comparative figures for Hawaii's ethnic groups on standard indicators such as arrest rates, social welfare, and health. **Social Science Analysis** refers to the results of studies conducted by educators, psychologists, anthropologists, public health specialists, and so on. These studies generally contained some observational or experimental data along with analysis by the social scientists. From these sources of data, descriptions of needs were drawn and grouped into relevant categories.

These were as follows:

SPECIAL EDUCATIONAL NEEDS

General Need Area	Conditions
Socioeconomic Status (SES)	Poverty
	Unemployment
	Job Status
	Social Welfare
	Educational Status related to SES
Physical Health	Multiple Health Problems
	Maternal-Child Health Indicators
	Nutrition
	Health Care System
	Health Education in the Schools

Mental Health	Family Stress
	Fear of Learning/Depression
	Problems in Childrearing
Alienation	Problematic Social Behavior
	School Behavior Problems
	Crime and Juvenile Delinquency
	Community Leadership/Political Power
	Substance Abuse
School System Barriers	School Attendance
	Spiritual Values and Practices
	Teacher Training
	Quality of Teaching Staff
	Supplementary and Support Services
Physical and Built Environment	Special Education/Individualized Educational Planning
	School Policies—Promotion/Retention and Grading
	Funding
	Books and Materials
	Curriculum
	Early Childhood Education
	Other Concerns
	Rural Isolation
	Physical Plant

CULTURALLY RELATED ACADEMIC NEEDS

General Need Area	Conditions
Problems at the Interface	Educators' Perceptions of Hawaiian Children Workstyle/Values and Attitudes related to Work Language Peer Orientation Interaction with Adults Learning Style Achievement Aspirations Preference for Immediate Gratification Male Role Development Childrearing Patterns Other Areas of Mismatch
Barriers in Hawaiian Culture	Self Attributions Internal Dissension Counterproductive Behavior
Barriers in Dominant Culture	Stereotyping and Social Role as "Beneficiary" Culture-Bound School Curriculum/Institutional "Racism" Competition from Other Cultural/Ethnic Groups Isolation/Provincialism
Cultural Preservation	Cultural Practices Language Values History Cultural Identity Self-Sufficiency Youth Perspective

The second Goal of the Project was to identify effective Native American and local educational programs aimed at the kinds of needs which were characteristic of the Native Hawaiian. In order to address this Goal, the following question was originally asked:

1. What specific Native American educational programs can be identified which both address needs of Hawaiians and which have proven effective?

As the study progressed it became evident that Native Hawaiian educational needs, even though similar to those of other Native American groups, are in fact unique: that existing programs elsewhere probably could not be simply adopted "as is" by the Hawai'i DOE and prove effective. Accordingly, at the suggestion of the Steering Committee, another question was added to this area of study:

2. What can be learned from local and national "effective schools" research which would be applicable to the Hawaiian situation?

Data for this section of the study came from several sources. The primary source for information on Native American educational programs was the Office of Indian Education of the United States Department of Education. A network of respondents and programs was created to provide the Project staff with information on the possibilities in the Indian Education Act. Additional information on effective programs was sought from the local DOE and other educators in Hawai'i. Information on effective schools research was obtained from sources suggested by the Steering Committee.

To summarize, the methodology for this Project was very eclectic and inclusive. Data were sought and obtained from a number of sources, from small independent schools on the Neighbor Islands of Hawai'i to the Federal Department of Education in Washington, D.C. The findings below represent the most up-to-date information available at this time. Some of the data are far more reliable and sound than others. Many of the findings are tempered by the obvious need to develop new or more reliable sources of data. As with any Needs Assessment, some of the findings will have already changed by the time the report is written. Nonetheless, the findings are the most accurate statement of the condition of education for Hawaiians that exists today.

SUMMARY OF FINDINGS

The findings below are those generated by Goal I of the study, the identification of the unique educational needs of Native Hawaiians.

I. Overall, Hawaiian students do score below parity with national norms on standardized achievement tests.

The *Final Report* presents 91 subtest score curves from the Hawai'i DOE showing Hawaiian student performance compared to the national norming distribution on the Stanford Achievement Test series. Only five of these—four at the second grade level and one at the fourth grade level—come close to parity with the normal distribution. All the other curves show a disproportionately high percentage of Hawaiian students in the lower stanines or below average achievement, and a disproportionately low percentage of Hawaiian students in the upper stanines or the above average achievement level. This overall finding, however, must be qualified by the analyses presented of subtest comparison:

- a.) The scores of Hawaiian students in the DOE have been improving over the three years of data available for the study.
- b.) Standardized test scores are close to national parity at the second grade but are lower at the upper grade levels.
- c.) Vocabulary and Math Applications stand out as weaker than the other subtests especially at the lower grade levels.
- d.) Hawaiian male students consistently score below females in math and reading.
- e.) Scores of Hawaiian students who attend private schools in Hawai'i are consistently at or above national norms.
- f.) Public and private schools both show a pattern of low percentages of Hawaiian students in the uppermost stanines.
- g.) Certain schools can be specified as most-in-need on the basis of several kinds of educational need.
- h.) Hawaiian students score lowest of the four major ethnic groups in Hawaii's schools. Two of these groups score consistently well above national norms on standardized achievement tests.

The issue of disparity, then, is not a simple one. While the Hawaiian students in general continue to score below parity with national groups, the disparity with other local groups is even greater. The data point out the importance of making a careful determination of need for focused educational intervention.

II. Hawaiians are disproportionately represented in many negative social and physical statistics, indicative of special educational needs.

The data in the *Final Report* have been grouped together in this section into six General Need Areas. A total of 32 Need Conditions are subsumed under these general need areas. Whereas each condition represents some form of need, the following set represents the priority findings under each General Need Area:

- a.) Lower educational achievement among Hawaiians has been found to relate to lower socio-economic outcomes.
- b.) Hawaiians are beset with multiple health problems.
- c.) Hawaiian children are disproportionately victimized by child abuse and neglect, a signal of family stress.
- d.) Hawaiian students are over-represented among those qualifying for special education, that is, learning disabled, mentally retarded educable, handicapped, etc.
- e.) Hawaiian students are disproportionately absent from school.
- f.) There are and will continue to be geographically rural, isolated areas with a high Hawaiian population density.

Hawaiian students face a plethora of special educational needs which are not measurable by standardized tests. Absenteeism is the clearest signal that schools are not meeting some basic needs of these students. Many of the data and statistics in this section of the report have not been reported before, and it is not possible to provide evidence of temporal trends in this overall area. There are no indications, however, of large scale improvements in these areas. In some categories, such as health, (i.e. teenage pregnancy), the available evidence suggest no change over the past five years. These seem to have become stable indicators. The general picture which emerges from a consideration of all of these need

categories and conditions is that educational needs of Native Hawaiians are inextricably interwoven with other social and physical needs. Many of these have either direct educational spinoff effects or are themselves conditions which could be alleviated through educational means.

III. Hawaiian students do have educational needs which are related to their unique cultural situation.

This area of the *Final Report* looked at those documentable conditions which were peculiar to the culture of modern Hawaiians. Included were: observed or reported elements of socially transmitted values, beliefs, attitudes or forms such as language, art, music, sport, games, and play, which affect or are affected by the educational process. The methodology for this section was the same as that used for the Special Educational Needs section. There were four General Need Areas and a total of 26 Need Conditions identified from testimonial, social indicator, and social science data. Those conditions identified as priorities from the *Final Report* include the following:

- a.) Hawaiian students have a different learning style, emphasizing peer orientation, affiliation, and an active experience preference, than is usually expected in a classroom.
- b.) Hawaiian students tend to have a low self image.
- c.) Curriculum in the Hawai'i DOE tends not to be culturally relevant to Hawaiian children.
- d.) A so-called "Hawaiian cultural renaissance," or renewed community interest in things Hawaiian, seems to be developing a new sense of pride among Hawaiian children.

One of the major themes of this section of the *Final Report* is that many modern Hawaiians retain a sense of culture loss: that events which led inexorably toward the suppression of Hawaiian values, lifestyles, language, and beliefs have left as their legacy a variety of stresses on the present population. Many have learned and are learning to cope effectively with these stresses. Many others, however, express bitterness and resentment over these events and what they perceive to be the negative social outcomes for Native Hawaiians. The

Final Report documents the feelings of powerlessness and despair which are held to be one of the outcomes of culture loss. Also documented, however, is the positive force perceived in the resurgence of interest in traditional Hawaiian culture. Much research remains to be done in the area of culture and mental health among Hawaiians.

While some students of the culture look at values, beliefs, and forms such as chant and dance, others look at childrearing patterns, learning styles and motivation. Many discoveries in these areas have been made in recent years by anthropologists, social psychologists, and psycholinguists and are reported in the *Final Report*. These reinforce the notion that the modern Hawaiian culture does have distinctive features which play a major role in the success or failure of students in the predominantly non-Hawaiian culture of the classroom. Advances also have been made in interpreting the unique Hawaiian cultural patterns so that the most effective use may be made of them in the classroom context.

Goal II of the Project was to identify effective Native American educational programs which address needs similar to those identified for Native Hawaiians. The NHEAP Steering Committee also requested that the Project staff investigate effective local programs in Hawai'i as well as the national "effective schools" research. The following findings present the results of these efforts.

IV. Existing Native American educational programs did not provide a ready match for Native Hawaiian needs within the scope of this study.

The *Final Report* described the process by which the attempt was made to link up identified needs with existing specific programs. The primary source of information about Native American programs was the Office of Indian Education. A network of respondents from each of the nine regional headquarters of the Indian Education Act was created, and staff of the office in Washington, D.C., who were the most familiar with individual programs, were interviewed. The intent was to generate a list of effective program nominations. This effort resulted in a list of 76 individual projects which were contacted by mail. Information regarding their objectives, structure, and evaluation data were solicited. Responses were sent back by 45 of these nominated projects. This

- was out of a total of 1,173 programs conducted by the Office of Indian Education.

Analysis of the information sent by the particular Native American programs did not permit the kind of need-program matchup that had originally been anticipated. There were several reasons for this:

- First, many of the programs did not have effectiveness data.
- Second, the identified needs list was so extensive that almost all programs met at least some of the needs, while none met all.
- Third, and most importantly, the legislation defining the Indian Education Act imposed systemic constraints such that all the programs had to have certain characteristics in order to meet the rules and regulations of the act. These characteristics, in some cases, made the basic nature of the particular programs not applicable to the context of Hawai'i.

For example, programs under the Indian Education Act are constrained to work only with Indian children. In-school tutoring programs, then, must be "pull-out" programs in which identified Indian children leave their regular class to meet with their tutor. The same applies to cultural instruction in the schools: limited to Indian children.

In the context of Hawaii's schools, pulling children out on the basis of ethnicity for special tutoring or cultural instruction would not be effective. While it was instructive to see the effects of the contingencies of funding rules and regulations on program structure and format, it did not result in a match up of Hawaiian needs to Native American programs.

The most common characteristics of the respondent programs were tutoring in basic skills, cultural instruction, counseling assistance, and parental involvement (the latter also being a matter of legislative fiat). Since these general approaches cover such a wide spectrum of educational need, it is held that effective programs utilizing these approaches should be developed according to the specifications of the need situations in Hawai'i.

V. Educational research and development projects in Hawai'i and on the mainland have identified principles of effective schooling which can be applied to the unique needs of Native Hawaiian students.

Earlier sections of the *Final Report* gave data showing that the achievement test performance of Hawaiian students, while still below parity, is improving. While causal explanations for the improvement are beyond the scope of this study, one hypothesis would be that the Hawai'i DOE has, in these years, conducted a number of special programs aimed at improving the basic skills in the elementary grades, particularly those of the lowest-scoring students. These programs, such as various types of Title I funded programs, have reached some percentage of Hawaiian students, although they have not targeted Hawaiian students in particular. That any one of these might be particularly effective for Hawaiian students is a matter for further research.

A major research and development effort specifically targeting Hawaiian students has been conducted by The Kamehameha Schools/Bernice Pauahi Bishop Estate in Honolulu. Called the Kamehameha Early Education Program (KEEP), it has identified teaching procedures, curriculum structure, and learning activities which are both consonant with observed Hawaiian cultural patterns and effective at promoting achievement in reading comprehension. Summative program evaluation data as well as independent validation in a study by the Ford Foundation have provided support for the effectiveness of the KEEP approach. Further research is currently underway, including methods for successfully disseminating the findings. The KEEP findings have proven locally effective but, thus far, have addressed only a small band of the overall spectrum of educational needs facing Hawaiians.

National research has been conducted on "effective schools." The concept was to identify schools which were successful in spite of factors associated with failure elsewhere. If even some schools were successfully educating poor, urban minority students, the principles which these schools espouse should prove effective elsewhere, it was argued. This research was found to result in several sets of principles. They are:

1. The more time spent on instruction, the greater the achievement gain.
2. The greater the amount of parental involvement, the greater the achievement.
3. High expectations on the part of the principal are associated with greater achievement.

4. High teacher expectations are associated with high achievement.
5. Higher achievement gains are more likely to occur in classrooms characterized by a high degree of structure, with teachers who are supportive.
6. The use of positive feedback or reinforcement by teachers is associated with greater achievement.
7. The use of tutoring is related to achievement.
8. Recitation promotes greater achievement gains.

This particular list was derived for the Michigan State Department of Education by the ESEA I Evaluation Assistance Center Educational Testing Service, Evanston, Illinois. Other lists have been created by other researchers. There is a good deal of overlap. Direct instructional tutoring, high scholastic expectations, parental involvement, and means for monitoring progress are common elements.

To conclude this section, the effort to identify effective programs began with a focus on Native American education; this was the setting which seemed to hold the greatest degree of similarity to the Native Hawaiian situation. The investigation proceeded to become both more "local" and more "universal." That is, the need to tailor educational programs to the particular culture and context became clear, hence, the existence of even one "local" and effective program was significant. On the other hand, the spectrum of educational needs is beyond that which can be addressed by a single locally effective program. What is required is a continuous process of development, of reflecting locally derived principles off of nationally validated programs and findings. In other words, this is a dialectical and dynamic process. There are no educational panaceas, no single pre-packaged plan which can meet Hawaiians' educational needs indefinitely.

RECOMMENDATIONS

The NHEAP *Final Report* contains an enormous amount and variety of information about the educational needs of Native Hawaiians. The assembly and analysis of this information was guided by an ecological theory which required a multi-level perspective. Recommendations could be made which target each of these levels. That is, it would be possible to

derive recommendations at the microsystem level involving parent-child and teacher-child dyads. It would also be possible to make recommendations at the broadest or macrosystem level. The Recommendations below do not target a specific intervention level. Development of action initiatives, it is hoped, will proceed at all possible levels.

I. Continue to emphasize Basic Skills; build upon success with lower-achieving students; build success for potential higher-achieving students.

- a.) Curriculum development in areas requiring attention such as Vocabulary and Math Applications in lower grades.
- b.) Intensive Basic Skills for High School students with very low scores.
- c.) Programs to locate and individually assist high-potential Hawaiian students.
- d.) High-impact educational aid for individual most-in-need schools with high Hawaiian populations.
- e.) Teacher training and dissemination of culturally compatible basic skills curricula developed locally.

II. Develop interagency programs aimed at individualizing support for Hawaiian students and families with special needs.

- a.) Parent-child health and developmental support programs.
- b.) Pre-parenting; Teen pregnancy and parenting programs; Family and community stress reduction programs.
- c.) Culturally-valid screening and individual program development for Hawaiian students with developmental disabilities as well as for gifted and talented students.
- d.) Job skills and occupational awareness training; forward-looking emphasis on fields such as computer and electronic technology.
- e.) Scholarship programs; encouragement of higher education.
- f.) Stay-in-school and return-to-school programs; effective alternatives in school to increase time-on-task and reduce absenteeism.
- g.) Use of available television and telecommunication technology to reduce effects of rural isolation.

III. Support Hawaiian and Multi-cultural Studies.

- a.) Programs emphasizing breaking of cultural stereotypes, creative use of children's television.
- b.) Development of more culturally relevant curriculum materials.
- c.) Hawaiian Studies programs.
- d.) Programs exploring values for the individual multi-cultural Hawaiian child.

IV. Conduct further research into educational needs related to the unique cultural situation of Native Hawaiians.

- a.) Conduct more in-depth SAT subtest analyses. What are the common elements among subtests which continue to show a depressed profile across grade levels? What are the specific instructional objectives which are the stumbling blocks for Hawaiian students?
- b.) Discover what kind of continuing Needs Assessment data collection should be set up for the future?
- c.) Find out what the perceptions of the Hawaiian community are regarding the importance and form of Hawaiian cultural studies as recommended in the DOE and private schools?
- d.) Conduct studies investigating the relationship between culture, culture loss, stress, mental health, and academic performance, and epidemiological studies of mental health problems of Hawaiian students.
- e.) Investigate interagency working models. What are the most effective forms of public/private agency working relationships, Human services/educational agencies, Research/direct educational services?
- f.) Investigate further the complex inter-relationship between culture, socioeconomic status, and academic performance.
- g.) Conduct effective schools research. Find schools in Hawai'i where Hawaiian students are performing at a higher level than expected. Ask why.

h.) Research what elements of Hawaiian culture are compatible with the DOE environment. What more can be learned about the basic Hawaiian cultural forms?

i.) Investigate community stress reduction. Develop educational programs to use in communities with severe social stress indicators.

This report has documented the educational needs of Native Hawaiians across ecosystem levels. The recommendations above are but one interpretation of approaches to these needs. More can and should be developed at all levels by users of this report, from specific Federal initiatives to local planning. Although the documented needs are in many cases severe, they are not irremediable. Instead of being another minority educational tragedy, the story of Native Hawaiians can and should be an American success story.



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